

Opportunities

- Influence students through: case studies, examples, experiences (e.g. field trips, site visits).
- Influencing peers: directly (proposing ideas for new curricula), indirectly (modeling sustainable behavior in department).
- Starting with small steps to effect wider changes
- Provide information about sustainability to: students, colleagues, industry, and colleagues in industry.
- Survey students before and after introducing sustainability
- Influence policy
- Prompt debate and dialogue (empower not blame).
- Increase dialogue and teaching on social aspects of sustainability
- New course on waste management (at construction sites)
- Paperless + “creative commons” textbooks/materials
- Influencing course development through terminology and editing resources
- New chapter and assignments on sustainability in course text book.
- Trans-disciplinary study: connections to other areas, guest lectures.
- Open the conversation beyond the word: Sustainability (e.g., causal connections between linguistic diversity and biodiversity).
- Going paperless (create groups to deal with institutional challenge together).

Challenges

- Finding funding (“pools of money for particular projects, especially ones that our “outside the box.”
- Helping students change and persist in that change once they leave BCIT and go into industry.
- Buy-in from colleagues.
- Enlarging the sphere of influence to reach out to peers at BCIT.
- Narrowing topic scope.
- Availability of resources (dollars, time).
- Maintaining motivation/passion.
- Zero-sum: what comes out? (working with set curriculum)
- Time (personal, organizational) to do research.
- Lack of transparency.
- *Status quo* can interfere with moving sustainability initiatives forward.
- Not giving up, even with competing agendas.
- Accessing resources, experimenting.
- Lack of clarity: finding resources, accessing them in a timely way, getting ethics clearance.
- Getting political buy-in, especially for aspects of sustainability that are considered to be on the margins.
- Lack of discourse on diversity and inclusion.
- Finding ‘systemic spaces’ to collaborate regularly.